

School-wide Positive Behavior Support (SW-PBS): An Introduction

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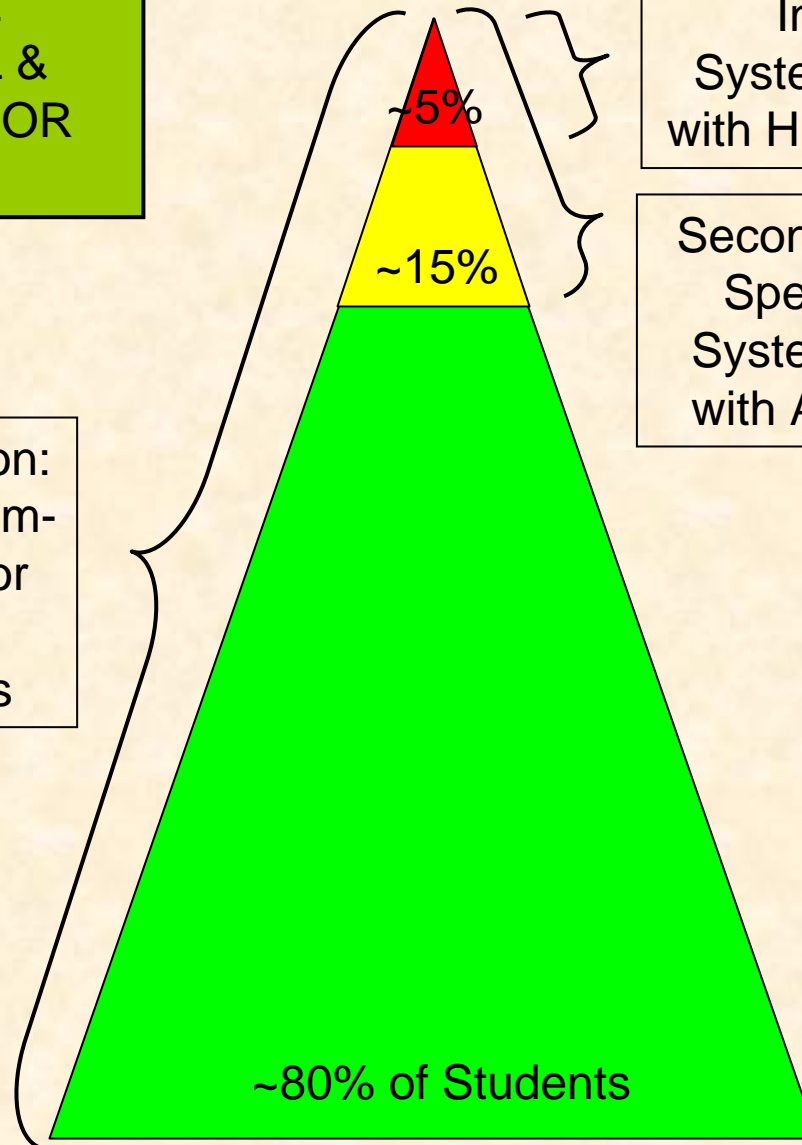
“Positive Behavior Support”

- PBS is a broad range of systemic & individualized strategies for achieving important social & learning outcomes while preventing problem behavior with all students.

OSEP Technical Center on Positive Behavioral Interventions & Supports

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

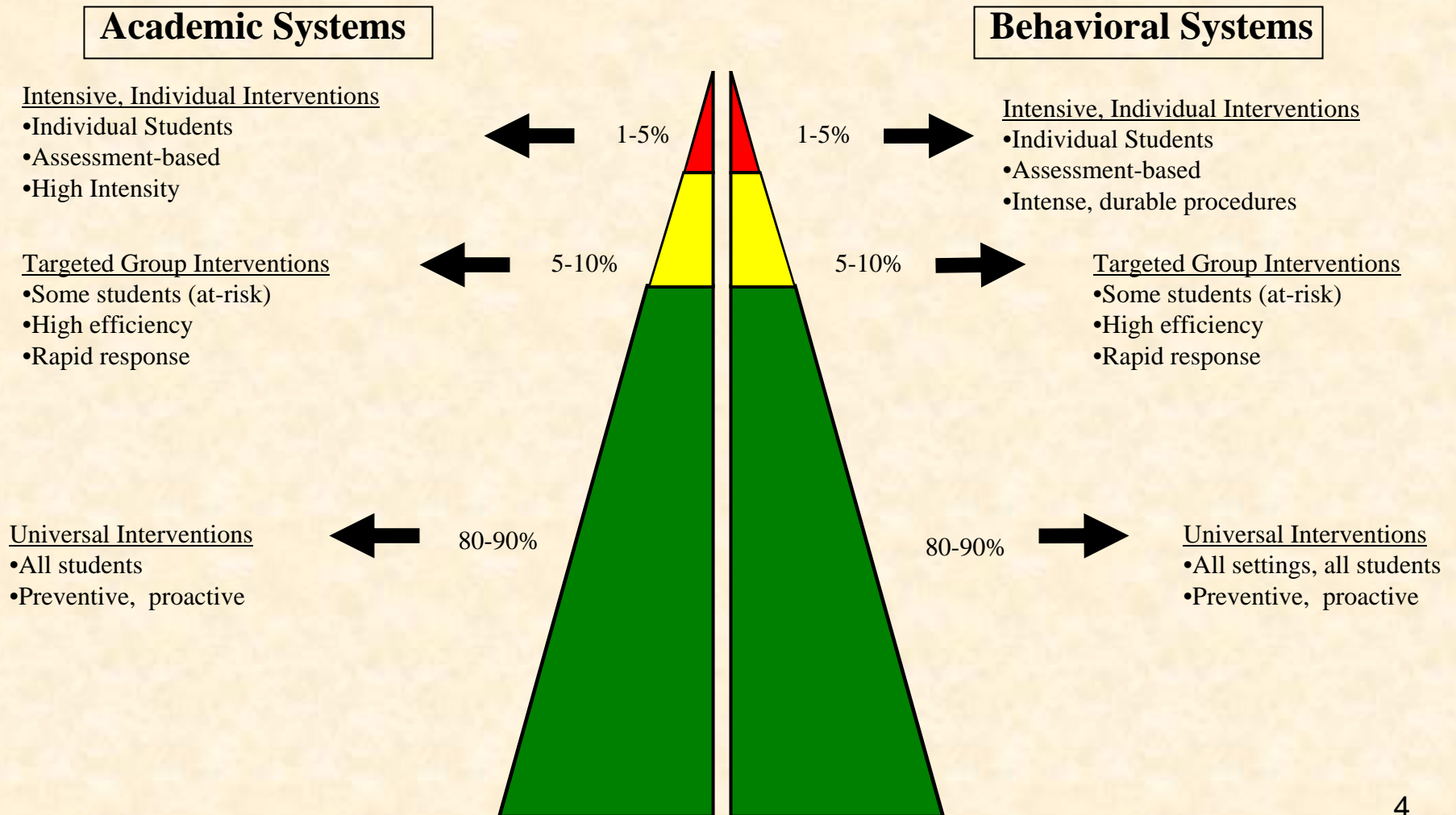
Primary Prevention:
School / Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

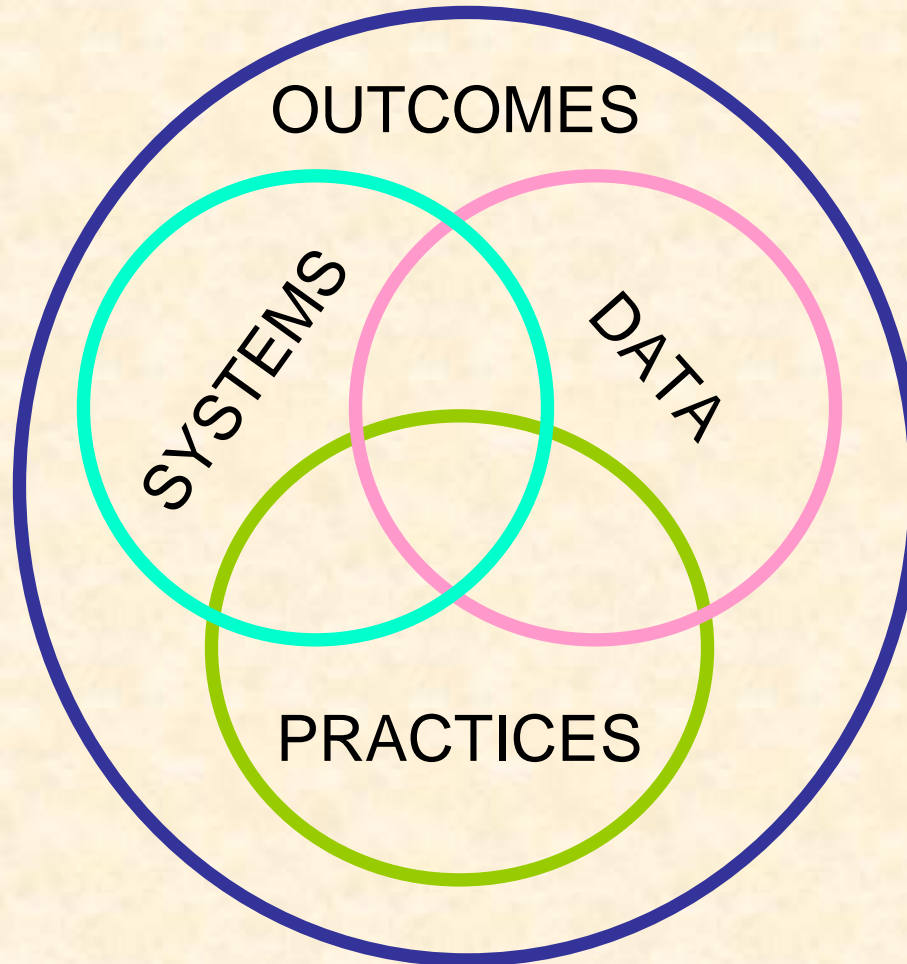
Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

Designing School-Wide Systems for Student Success



Social Competence &
Academic Achievement

Positive
Behavior
Support



Supporting
Staff Behavior

Supporting
Decision
Making

Supporting
Student Behavior

SW-PBS Training

- **Instructs school teams in:**
 - **how to implement school-wide expectations in all universal settings and teach them to staff & students**
 - **how to implement school-wide expectations in classrooms**
 - **how to use data to make objective decisions about SW-PBS progress**
 - **How to teach social and behavioral skills in all school settings to all students**
 - **How to assess which students need more intensive social skills or behavioral instruction through secondary and tertiary systems**

7 Essential Components of SW-PBS

1. Administrative support, participation, and leadership
2. Common purpose and approach to discipline
3. Clear set of positive expectations and behaviors
4. Procedures for teaching expected behavior
5. Continuum of procedures for encouraging expected behavior
6. Continuum of procedures for discouraging inappropriate behavior
7. Procedures for ongoing monitoring

Component 1

- Administrative Support, Participation, and Leadership
 - Administrators publicly support the SW-PBS process and how it is being implemented
 - Administrators participate in training, activities, and assessment of SW-PBS
 - Administrators' leadership guides the SW-PBS process while allowing the leadership team to actively work with staff, students, and families

Component 2

- Common Purpose and Approach to Discipline
 - Statement of Purpose aligns with School/District Mission Statement
 - School CSIP Goals include Commitment to Improved Social/Behavior/Safety Goals

Component 3

- Clear Set of Positive Expectations and Behaviors
 - Expectations align with Statement of Purpose
 - 3 to 5 clearly stated expectations that can be applied to all school settings
 - Example: “I am safe.” “I am respectful.” “I am a learner.”

Component 4

- Procedures for Teaching Expected Behavior
 - Directly tied to Expectations
 - Taught in all school settings (classrooms, cafeteria, parking lot, playground, gym, assemblies, bus, hallways, restrooms, etc.)
 - Lessons and social skills curricula actively utilized

Component 5

- Continuum of Procedures for Encouraging Expected Behavior
 - What we notice and reinforce is what is likely to increase
 - Shaping behavior
 - Encouragement should be timely, direct, and specific
 - Same strategies as teaching academics
 - Staff benefit from recognition of their efforts

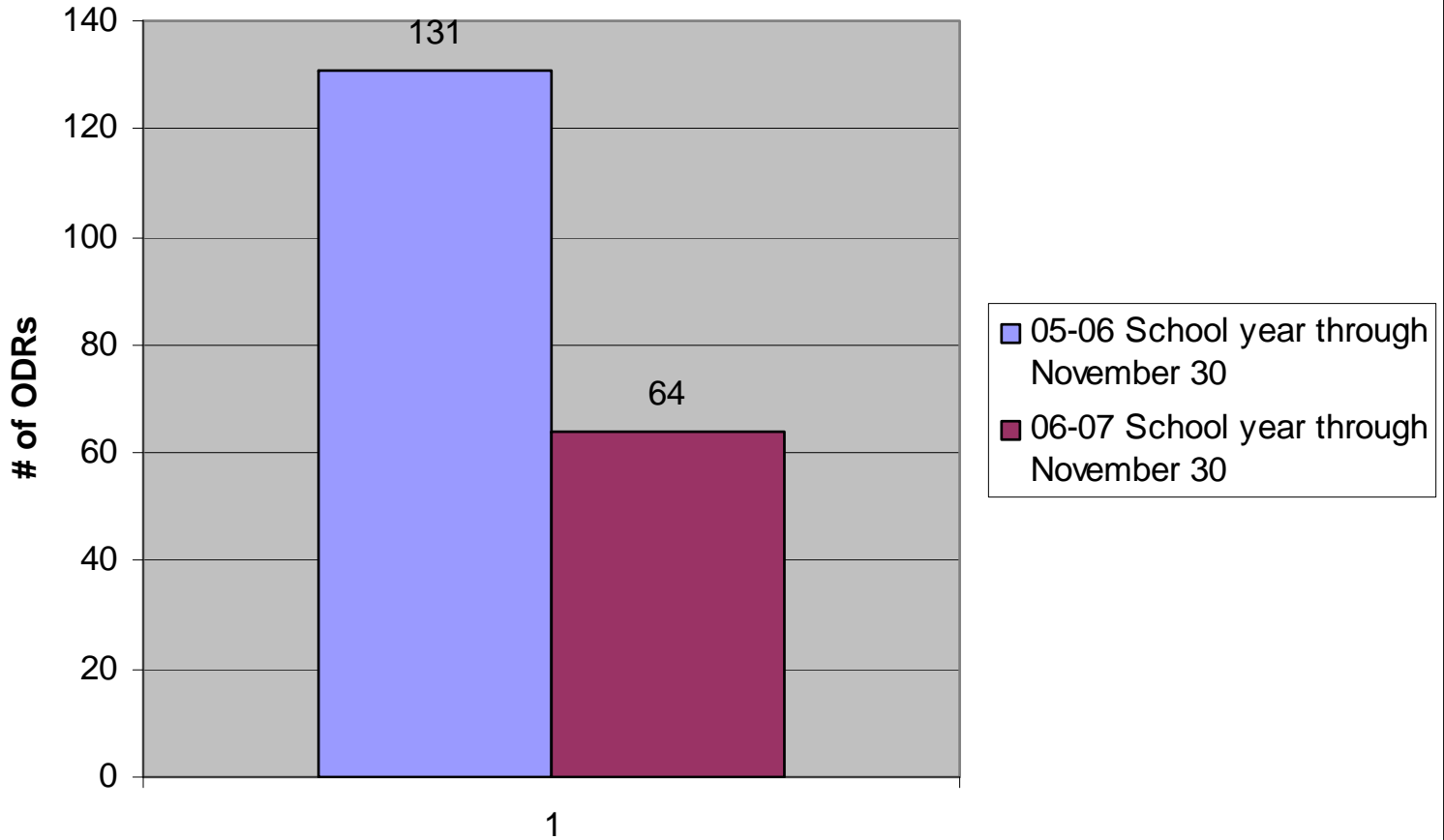
Component 6

- Continuum of Procedures for Discouraging Inappropriate Behavior
 - Designed to reteach and reinforce expectations
 - Appropriately matched to function of inappropriate behavior
 - Clearly defined procedures understood by staff, students, and families

Component 7

- Procedures for Ongoing Monitoring
 - Data-based decision making provides objective information
 - SW-PBS Leadership Team utilizes data to lead staff in progress monitoring
 - Big 5 (location, type of offense, time of day, average number of referrals per day by month, by students involved)
 - Helps to accurately identify which students need secondary and tertiary supports
 - Celebration of district and school progress toward meeting goals

Marceline--Walt Disney Elementary



51% Reduction
in Office Discipline Referrals

6 Steps to Begin School-wide PBS

- Secure administrator agreement
- Secure commitment & agreement from at least 80% of staff
- Establish PBS Leadership Team
- Conduct assessment of current school-wide discipline system
- Create an action plan based on data decision making
- Establish system to collect office discipline referrals and other data on regularly scheduled basis

In Summary: School-wide Positive Behavioral Support

- Incorporates best practice in professional development and system change (teams)
- Emphasizes the use of assessment information to guide intervention and management decisions
- Focus on the use of a continuum of behavioral supports
- Focus on increasing the contextual fit between problem context and what we know works
- Focus on establishing school environments that support long term success of effective practices {3-5 years}

Missouri Positive Behavior Support Initiative 2000-2005

*DESE Division of Special Education
University of Missouri – MU-PBIS Center*

- “Train the Trainer” Model
- Local Improvement Grant (LIG) Funded
- Approximately 100 buildings trained
- 66 Trainers/Coaches trained
- Lessons Learned:
 - Model effective in supporting schools to implement SW-PBS and to develop cadre of trainers
 - Model not effective in supporting schools to sustain the process

MO SW-PBS Initiative

2005 - Present

DESE Division of Special Education
University of Missouri – MU-PBIS Center

- 275 Schools, 75 Districts and Growing
 - Encourage district-level Adoption
- State-level Training through Summer Institute (over 700 participants)
- State Coordinator's Role:
 - Multi-year Planning
 - Coordination of state and regional SW-PBS activities
 - Coordination with national & state laws / regulations

MO SW-PBS Initiative

2005 - Present

DESE Division of Special Education
University of Missouri – MU-PBIS Center

- Regional SW-PBS Consultants through RPDC's:
 - Effective in supporting local coaches
 - Assuring fidelity of implementation in schools/districts
 - 7 serving state now; DESE funding for 10
 - DESE funding proposed for 15 in 2008 fiscal year
- Consultants Trained/Supported Through:
 - Monthly trainings by MU-PBIS (Dr. Lori Newcomer and Dr. Tim Lewis) & State Coordinator
 - On-going Communication with Ms. LePage & Dr. Richter
 - RPDC Directors

MO SW-PBS

- Supports 12 Missouri School Improvement Plan Indicators
 - Safe and orderly schools
 - Implement/use data-based decision making
 - Continuum of supports matched to student need
 - Fewer discipline referrals garners potential for more teaching/learning time
 - Parental involvement
 - Compliance with federal and state regulations
- Supports the 14 Missouri Part B Targets Associated with Student Performance Plan (SPP)
 - From pre-school through Grade 12
 - Transitions; preschool, elementary, middle/junior high, high school, post-secondary

MO SW-PBS and NCLB

- Proposals in U. S. House & Senate to include SW-PBS in next authorization of NCLB
- Principles of SW-PBS Align with NCLB
 - Emphasis on:
 - Prevention
 - Family Involvement
 - Matching Supports & Interventions to Level of Need
 - Using Research-based Methods

Current Goals

- Development of State Data-base
- Development of State Website
- Development of Standardized Training Modules
 - Alignment with National Blueprint
 - Alignment with State Goals
- Reformation of State Leadership Team

Missouri SW-PBS Contacts

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Websites

Missouri SW-PBS website:

Under Construction – should be ready by late November, 2007!

OSEP National Technical Assistance Center on Positive Behavioral Interventions and Support.

<http://www.pbis.org>

Arizona Positive Behavioral Interventions and Support

<http://www.pbis.az.org>

Colorado School-Wide Positive Behavior Support

<http://www.cde.state.co.us/pbs/>

Illinois PBIS Network.

<http://www.pbisillinois.org>

Maryland Positive Behavioral Interventions and Support

<http://www.pbismaryland.org>